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ABSTRACT

This report describes the history and programs of the Wisconsin Education Opportunity Program (WEOP), a bureau within the State Department of Public Instruction that provides support services for Wisconsin youths and adults (particularly the disadvantaged) who intend to complete a postsecondary education program. Currently, it is said, WEOP consists of three major programs: (1) Talent Search, which disseminates information and services and assists clients in the pursuit of postsecondary education and the acquisition of resources (human and financial) necessary for successful completion of a higher education program; (2) the Talent Incentive Program, which provides supplemental grant awards to severely needy, nontraditional students; and (3) the Early Identification Program, which provides academic and personal counseling to eighth graders identified as "high potential." The services, target population, selection criteria, past operations, and future expectations of each of these programs are outlined. Next, WEOP's relationship to other educational institutions and organizations is detailed, with emphasis on special projects and WEOP's role as a referral and coordinating center for needy clients. And finally, eight WEOP clients are profiled. (KH)

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Bureau of Educational Opportunity
Division for School Financial Resources and Management Services
Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

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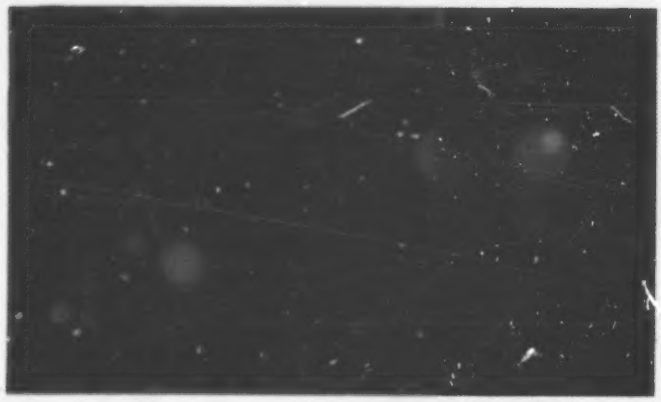
Wisconsin Education Opportunity Program



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The educational challenge of the late 20th century is awesome. Today's world of high technology, intense competition and rapid change mades education for all people more essential than ever before. We in education must make a determined effort to provide equal access to postsecondary education for all of our students.

We have a charge of ensuring equal educational opportunities for those who have been underrepresented in our society and who have been denied higher education opportunities because of race, socio-economic status, educational preparation and rural isolation. We have the mandate to serve all.

The Wisconsin Educational Opportunity Program is an important vehicle for meeting responsibilities. Through its program of identification, information-giving and advising, thousands of disadvantaged youth and adults are served annually. Through WEOP's efforts, equal educational opportunity has become a reality for many who otherwise would have been missed.

Herbert J. Grover
State Superintendent

PREFACE

The Wisconsin Educational Opportunity Program (WEOP) is a bureau within the Department of Public Instruction (DPI). It was founded in 1967 and was originally a program of Wisconsin Higher Educational Aids Board (HEAB). It was transferred to DPI in 1982. The purpose of the bureau and its program has remained essentially the same: the identification of students with potential for postsecondary education, dissemination of information on educational opportunity on a statewide basis, and most recently, the early identification of students for higher education and reduction of attrition on the secondary level.

Many people have asked about the purpose and function of WEOP's programs and exactly who benefits from its services and how they benefit. This document responds in part to those questions; however, no explanation can capture totally the significance of programs, which in less than two decades, have affected the lives of more than 250,000 students. During these years we have worked as partners with colleges and universities, secondary educational institutions, educational and social agencies, community organizations and individuals, to provide educational resources and opportunities for Wisconsin youths and adults, who might not have realized their potential without our assistance.

Although our staff give particular attention to educationally and economically deprived students, they serve as informational storehouses on higher education for all Wisconsin citizens. I know of no other state educational program in the country that is more comprehensive and that delivers as many services to as many people as WEOP.

It is our hope that this publication will explain, in part, what we do and how we do it. We thank the Department of Public Instruction, the WEOP staff, and the Higher Educational Aids Board for the cooperation and assistance in producing this work. We acknowledge the contributions of Dr. Robert L. Carter and Dr. M. Elizabeth Tardola, whose guidance in form and language contributed to the final production.

We urge you to pay particular attention to the case studies in the final section, for we understand that the success of any program must be measured by its accomplishments and by the improvement in the lives of those clients whom it serves. The thousand success stories, like the ones recorded here, are the final measure of WEOP's value.

Paul T. Spraggins
Bureau Director

C. Richard Nelson
Assistant Superintendent
Division for School Financial
Resources and Management Services

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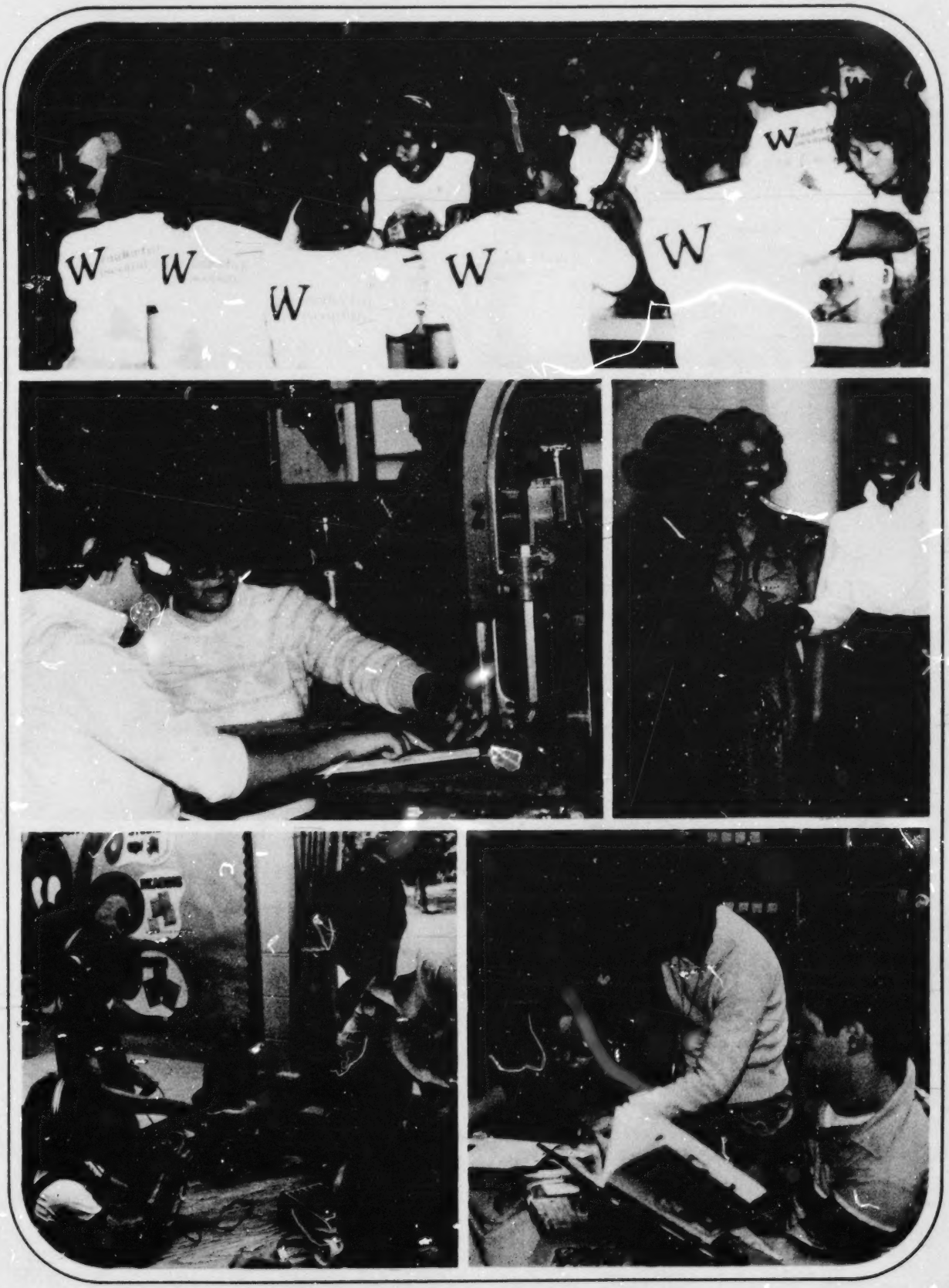
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WISCONSIN EDUCATIONAL OPPORTUNITY PROGRAM

The Wisconsin Educational Opportunity Program is a bureau within the Division for School Financial Resources and Management Services of the Wisconsin Department of Public Instruction.

Purpose:

WEOP provides support services for Wisconsin youths and adults whose ultimate goal is to attend and complete a postsecondary education program. It is the only statewide outreach Wisconsin state operation that has as its charge the identification, recruitment, assistance in admission and financial aids, and follow-up of students wishing to continue their education.

Brief History:

WEOP is a product of an Educational Talent Search Program that was initiated by a group of Milwaukee area ministers and institutions of higher education (Alverno, Marquette, MATC, Mount Mary, UW-Milwaukee). In 1967 community leaders approached the Higher Educational Aids Board (HEAB) and expressed to Jim Jung, Executive Secretary, a need to provide postsecondary educational opportunities and assistance specifically for minority youths and generally for disadvantaged students from the greater Milwaukee area. HEAB submitted a successful proposal to the Office of Education for an Educational Talent Search Grant to identify, recruit, and provide educational counseling for eligible students to have a postsecondary educational experience. The program was administratively responsible to the HEAB and operated under a board of directors consisting of area colleges, ministers, and community leaders.

In 1969, project administration added a Nursing Talent Search component--originally a part of the Talent Search grant--and in 1971, a statewide Nursing Talent Search funded by a National Institute of Health (NIH) contract. This nursing program was designed to recruit minorities and the disadvantaged for the nursing profession and to provide supportive services for matriculation and retention in nursing institutions. Subsequent programs included a Talent Incentive Program begun in 1972 of which the purpose was to provide supplemental financial aid to maximum need students from Wisconsin districts who enrolled in Wisconsin higher educational institutions. In 1973, a state-funded correctional component entitled "Safe Street" operated for one year with funds provided by the Law Enforcement Assistance Administration (LEAA) and was designed to help the previously incarcerated attain postsecondary education opportunities.

As recently as 1983, WEOP introduced the Early Identification Program which identifies students at the eighth grade level and works with them for four years in preparation for a successful higher education experience.

The Nursing Talent Search Program ceased operation in 1973.

Currently, WEOP consists of three major programs which help students by:

- Seeking out and encouraging those with college potential to go on to higher education.
- Providing educational counseling to people in order to raise their aspirations and confidence.
- Providing follow-up services after placement to enhance the students' chances for adjustment.
- Encouraging higher educational institutions to make provisions for the unique needs of our clients.
- Providing bilingual counseling.

Students learn to:

- Clarify their vocational and educational goals.
- Select an appropriate college, technical school or training program.
- Fill out admission forms and arrange for college entrance tests.
- Apply for financial aid by learning the application process and filling out the financial aid form.

WEOP facilitates the dissemination of information by maintaining a complete information file which includes college catalogues, brochures, admission and financial aid forms.

Program Descriptions:

The *Talent Search Program*, originally funded by the United States Office of Education and designed to provide educational counseling and recruitment/admission/financial aid information to Wisconsin

secondary students, is the nerve center of WEOP. It is the only comprehensive postsecondary educational information center in the State of Wisconsin. The main offices are located in Milwaukee and outstate offices in Racine, Eau Claire, Wausau, and Ashland.

The *Talent Incentive Program* (TIP) is a component of the Higher Educational Aids Board grants program set up to provide supplemental financial aid to high-need, non-traditional students for postsecondary education. TIP awards are available to students for the first two years of the postsecondary educational experience and are designed specifically to alleviate the extreme financial burdens caused by the students' and parents' self-help expectations during a period of the students' greatest academic vulnerability. The TIP program is administered by WEOP and is carried out in cooperation with postsecondary institutions in the State of Wisconsin.

The *Early Identification Program* is the middle school intervention component of the WEOP umbrella. It offers career orientation, academic counseling, and information about postsecondary institutions and financial assistance to junior high students in several state locations. It coordinates the efforts of students, parents, schools and community in promoting educational aspirations and counteracting negative self-images.

TALENT SEARCH

Talent Search is set up to help young and older adults explore postsecondary educational opportunities. The overall goal of the WEOP Talent Search is to provide information and services to students throughout the State of Wisconsin and to assist clients in the pursuit of postsecondary education and the acquisition of resources (human and financial) necessary for successful completion of a higher education program. Although the Talent Search Program serves as the only comprehensive higher education information center in the State of Wisconsin, it focuses particularly on students who are in the lower two-thirds of their graduating classes, and who have been denied access to higher education by reason of economic, social, cultural, and educational circumstances.

The Program achieves its objectives through a variety of services:

Personal, Educational and Career Counseling

- Counselors assist students in defining their educational goals (pursuit of higher education, technical or vocational training, military service, etc.).
- Counselors apprise students of special problems encountered in attendance at an out-of-town school vs. enrollment at a local institution.
- Counselors assist students, especially minorities, in obtaining summer jobs since the latter are often unaware of the wide variety of possible jobs available during the summer. (e.g., employment at DNR forest preserves, Summer Youth Employment, and local job opportunities in the community).
- Counselors provide information on the educational requirements and qualifications needed for certain careers and assist students in evaluating realistically their own potential and development in terms of demands for certain careers.

Admission to and Enrollment in Postsecondary Institutions

- Staff assist students in admission to postsecondary institutions in several ways: (1) by obtaining information on institutions of the student's choice, (2) by discussing with the student the possibility of regular and/or special admission (e.g., minorities or students from disadvantaged backgrounds), (3) by assisting the student in completing and submitting the application (4) by establishing and maintaining liaison with admissions officials, (5) by facilitating student testing--both standard tests (ACT, SAT) and other diagnostic assessment tests, (6) by seeking academic assistance through established programs for students once admitted.

Financial Aid Counseling and Support

- Counselors provide explanation of sequential steps involved in the financial aid process, including timely filing of the financial aid form (FAF), and the individual institution application.
- Counselors serve as liaisons with financial aid officers in various institutions and act as advocates for students with these officers.
- Counselors explain financial aid packages to students, especially the relationship of grant to loan or work.
- Counselors seek external assistance for students from governmental and private sources.

- WEOP provides some direct financial support in the form of Talent Incentive Awards (TIP) for maximum need freshmen and sophomores.
- Counselors maintain an internal library of financial aid information on the national, state and local levels--public and private.

Coordination of Activities with Secondary Schools

- WEOP staff explain talent search services to high school counselors.
- Counselors give financial aid presentations to high school personnel.
- Counselors explain academic preparation students need for various postsecondary institutions to high school counselors.
- WEOP staff make frequent presentations to high school youths. In addition, they participate in ethnic group activities within the high schools, e.g., Black history week events. They use these occasions to talk with students about their educational goals and aspirations and the services provided by Talent Search.

Coordination of Activities with Agencies and Community Organizations

- WEOP Staff give financial aid presentations to churches and community agencies.
- WEOP interacts with ministers, educational personnel, and other community leaders. This interaction represents a continuation of the cooperative effort that marked the foundation of the Educational Talent Search in 1967.
- WEOP uses community people as resource personnel to refer students, and followup with individual students.

Provisions of Educational Experiences for Clients

- WEOP counselors set up field trips for students who have never visited a college campus. These students stay overnight in dormitory rooms at the selected site, participate in several student activities, and eat in the student cafeteria. They have opportunities to talk and visit with the currently enrolled students and experience the reality of student life.

Encouragement of Dropouts to Reenter Educational Institutions

- Talent Search counselors work with community organizations (e.g., YMCA and YWCA), churches, Children Service Society, Family Welfare and Social Services, Martin Luther King Centers, American Indian Movement, Spanish Center, Office of the American Indian Information and Action Group, Inroads, Inc., and other community action agencies in directing dropouts back into the educational system. Often students have been out of school several years and are reluctant to approach "traditional" school counselors.
- Talent Search Staff arrange for GED programs for those wishing to attend postsecondary institutions but have no diplomas.
- In the case of college dropouts, Talent Search staff assist in completing admission and financial aid requirements.

Special Educational Counseling for Older Adults

- Talent Search staff assist a significant number of clients 50 and older. The percentage of students served is: 70% high school students, 30% adults.
- Talent Search counselors assist clients with GED and other qualifying examinations. Frequently, this adult population consists of parents of regular WEOP youths, or individuals from the same households.
- Talent Search staff provide career counseling and direct clients to retraining for different employment opportunities.

The Talent Search Program serves a variety of clients throughout the state:

Total Target Population

- The Talent Search Program provides information and assistance to all Wisconsin residents in the areas of postsecondary education--admissions, financial aids, and support services for retention.
- The program serves clients between the ages of 16 and 75 and is active in every geographical area of the state.

Focus on Economic and Educational Deprivation

- The original Talent Search was limited by federal regulations that restricted the service population to those denied postsecondary educa-

tion opportunities because of social, cultural, economic, or educational conditions or because of rural isolation.

- Regulations under the 1980 Higher Education Amendments restricted the population further by allowing service only to those from first-generation families (families in which neither parent or guardian received a B.A./B.S. degree) and/or those who met poverty income guidelines.
- The Talent Search Program continues to focus on these underrepresented groups, since they are still the most in need of assistance and represent a higher percentage among ethnic minorities.

Focus on Minority Population

- Minorities (Blacks, Hispanics, Native Americans) represents a proportionately larger percentage of clients, since these groups are more underrepresented in postsecondary institutions.
- Talent Search has assembled a diversified staff throughout the state to reflect the multi-ethnicity and special needs of all racial groups.

Areas of Service Concentration

- Talent Search operates six offices in five locations: two in Milwaukee, one each in Racine, Eau Claire, Wausau, and Ashland.
- The Milwaukee-Racine areas serve a significant number of Whites, Blacks, and Hispanics, while the Ashland and Wausau areas have a high concentration of Whites and Native Americans.
- Through satellite offices, Talent Search serves directly and indirectly more than (40) Wisconsin counties. The economic situations in many of these counties is characterized by high unemployment and average-per-capita incomes near the poverty level. Some areas are remote with little or no access to public transportation and limited access to employment and educational opportunities.

The accomplishments of the Talent Search Program over the past 17 years have been outstanding:

Data on Students Served During the 17-Year History

- Talent Search staff have counseled approximately 43,500 since 1980. (This number does not include thousands served by telephone or other means of communication.) Of this number, about 40% were Black, 45% White, 6% Native American, 7% Hispanic, and 2% Asian.
- About one-third of all students counseled have attended a postsecondary institution.
- In 1983, counselors saw more than 13,000 students and more than 9,000 of these in a one-to-one counseling situation; in the first third of 1984, they have seen more than 4,900 students.
- During 1983, and the first four months of 1984, Talent Search counselors placed more than 3,000 students in postsecondary education.

Expansion of Geographical Locations

- In 1967, Talent Search operated an office in Milwaukee's inner city. Today, Talent Search operates six offices in different parts of the state.
- In 1967, and several years thereafter, the program served Milwaukee area students and had a heavy concentration on black youths. Today, Talent Search serves students all across the state: young and old, minority and majority, in nursing and other fields, at state and out-of-state institutions.

Future Expectations

- The number of students served by Talent Search, the number of community, school, and agency contacts have been phenomenal, especially for a program whose counseling staff is only 10. Nevertheless, the number of students served represents less than 10% of those eligible for service; moreover, the absence of offices in certain parts of the state denies educational access to thousands of needy students.
- The program must initiate out-state offices at many additional sites and staff them with personnel trained for solving the particular educational-access problems of those areas.
- The program seeks to expand its operation by application for supplemental funds from federal sources.

TALENT INCENTIVE PROGRAM (TIP)

The Talent Incentive (TIP) grant is a component of the Wisconsin Educational Opportunity Program. The purpose of the program is to provide supplemental grant awards to severely needy non-traditional students. The awards are designed to

reduce the need for self-help aid (loans, work-study, student, and parental financial expectations) during the period of greatest academic vulnerability--first two years of college. The Financial Aid Forms (FAF) and the individual institutional forms assume a student contribution (at least an amount saved from summer earnings) and an amount from parents/guardians' resources, when such expectation is derived from the parents/guardians' tax statement. Often, however--especially with non-traditional minority families and students--such expectations are not founded, because (1) students do not have access to summer or academic year employment, and (2) parents may have many extenuating circumstances which cannot be explained by a standard financial aid form.

Administration of TIP Awards

- TIP awards are designated for Wisconsin students who attend postsecondary institutions in the State of Wisconsin and are eligible for awards by published criteria. Since the award is based upon financial need, student recipients receive a Wisconsin Higher Educational Grant (WHEG--which is a HEAB grant for financially eligible students attending a University of Wisconsin System Institution), a Wisconsin Tuition Grant (WTG--which is a HEAB Grant to financially eligible students attending Wisconsin private institutions) or a Vocational and Technical Adult Education grant (VTAE--which is a HEAB grant for financially eligible students attending a Wisconsin Voc/Tech institution).
- The TIP award formula and notification to institutions and grantees are handled by the Wisconsin Higher Educational Aids Board. The initial screening and selection process is conducted by the Wisconsin Department of Public Instruction's WEOP Bureau. There is a necessary and successful cooperation among DPI, HEAB, awardees and postsecondary institutions in implementing the TIP program.
- The total amount in the TIP budget varies from year to year. The amount for 1983-84 is 2.0 - 2.5 million and the planned amount for 1984-85 is 2.5 - 3.0 million dollars. Of this amount, some 1.25 million to 1.5 million come from the Department of Education's State Student Incentive Grant (SSIG). The Department of Education requires a Maintenance of Effort on the part of the state. This means that the State of Wisconsin must contribute approximately fifty percent of the total (SSIG is a matching fund).
- In 1983 TIP served 2,500 students at an average cost of $900 per person. Fifteen hundred received initial awards (freshman year) and one thousand, continuing awards (sophomore year). The program anticipates serving about 3,000 students in 1984-85.
- Maintenance of Effort is a vital part of the program. If the State of Wisconsin eliminates or decreases its amount, the federal share is eliminated or decreased proportionately. The welfare of high-need, disadvantaged students in postsecondary education is greatly dependent upon the state's contribution to this program.

Target Population

- The TIP awards are received by all kinds of students: White, Black, Red, Yellow, Brown; high school seniors, older adults, northern, eastern, western and southern located. All Wisconsin students enrolled or scheduled to enroll in postsecondary education are eligible, provided they will be first or second-year students and possess *at least two* of the following characteristics:

(1) A dependent student whose expected parental contribution is $200 or less.
(2) A student who is or will be enrolled in a special academic support program because of insufficient preparation.
(3) The family, if the student is dependent, or the student, if independent, is receiving welfare benefits.
(4) The parent, if one, or parents, if two, of dependent students, or the applicant, if independent, is ineligible for unemployment compensation and has no current income from employment.
(5) The student is a first-generation postsecondary student or a handicapped student (per DVR records).
(6) The student is currently or was formerly incarcerated in a correctional institution.

- WEOP staff cooperate with a PREP program for incarcerated individuals. The program is operated by the University of Wisconsin Center System and is implemented primarily at UW-Fond du Lac. Most inmates are in medium security facilities.
- All Wisconsin high schools are a part of the TIP network.

Coordination with Financial Aid Offices

- TIP, because of its grant to students and its inclusion in HEAB's WHEG and WTG, affords an excellent communication system between WEOP and postsecondary financial aid administrators.
- TIP provides incentive for financial aid offices to have direct working relationships with Special Services for Disadvantaged Students Programs (SSDS) and similar academic support services programs.
- TIP staff work with financial aid officers in reciprocal identification and processing of eligible students.
- TIP staff and financial aid officers exchange and share data that contribute to the best financial aid packages for selected students.

Nomination and Award Process

- Students may be identified and initially screened by the TIP office or the postsecondary institution.
- In either case, if the student is deamed eligible, the TIP coordinator communicates with the financial aid officer on the analysis of the financial aid package (amount of grant and scholarship vs. work and loan) and negotiates the actual use of TIP dollars (to alleviate heavy loan and work burdens).
- There are two types of nominations: TIP staff and institutional staff.

(1) *Department of Public Instruction* -- TIP office procedure:
   (a) Students complete Financial Aid Form (FAF) or the Family Financial Statement (FFS) and the WEOP Intake Form.
   (b) Selection Process--Using the TIP eligibility criteria, the TIP coordinator forwards recommendations (Students selected to HEAB and appropriate institutions).
   (c) Institutional Notification Process--After reviewing TIP recommendations forwarded by WEOP coordinator, HEAB updates the WHEG and WTG grant data base for selectees. The next regular grant award lists mailed to the institutions will reflect the TIP selection and the amount of the award.

(2) *Institutional Procedure:*
   (a) Application Procedure--Students complete Wisconsin FAF form or FFS statement. The financial aid officer completes the WEOP TIP nomination form stating criteria used to make nomination; the financial aid officer provides students' parental contribution or available income data, when appropriate, and the recommended amount of the TIP award.
   (b) Selection process--TIP nomination forms forwarded to WEOP Office. The WEOP coordinator reviews institution's nominations and enters data in HEAB grant data base. Feedback from TIP coordinator regarding institutional nominations occurs within five working days. Award appears on the next regular grant list mailed by HEAB.

(3) *Duration of Institutional TIP Nominations*--An institution may nominate TIP awards until notified of a cut-off by the TIP coordinator.

The TIP Program has contributed greatly to the matriculation and retention of WEOP clients.

Matriculation of WEOP Students

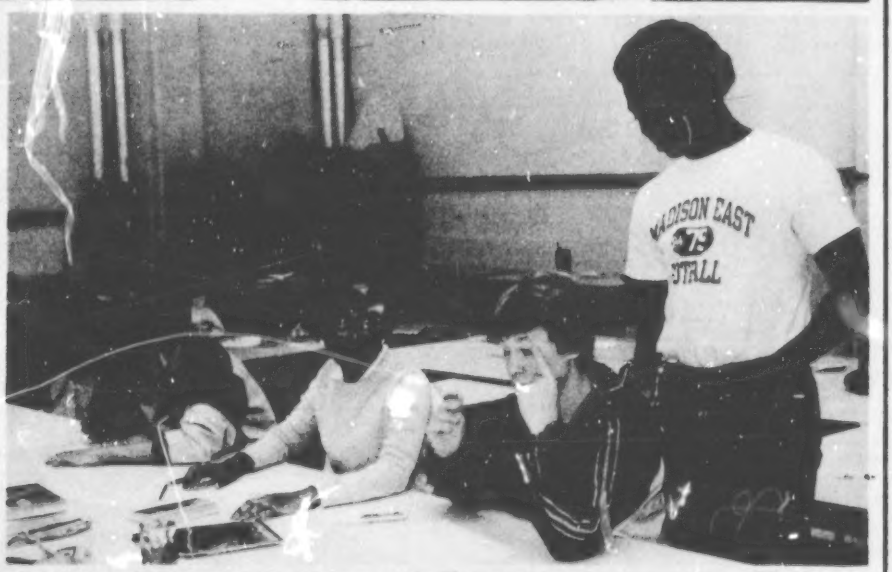
- Without TIP funds thousands of students could not have enrolled in postsecondary education during the twelve-year history of the Talent Incentive Program.
- The diverse use of TIP dollars (voc/tech, university, college, private, and public institutions) has contributed to the enrollment of more than 15,000 students.

Retention of WEOP Students

- A significant number of students, especially non-traditional minorities, withdraw from school for non-academic reasons. The majority of the reasons rest with inadequate financial aid.
- TIP funds encourage students to remain in school, because the awards relieve students of unusual work and loan burdens.

Future Expectations

- Although the number of students receiving TIP awards is encouraging (2,000 - 2,500 per year), tens of thousands need similar financial assistance. It is essential that appropriate resources be obtained from the state to receive matching funds from the Department of Education.
- TIP staff must be expanded to include field evaluators, who monitor the progress of students and meet with financial aid administrators on a regular basis.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- TIP funds should be increased to assist maximum- need clients during the junior and senior years.

EARLY IDENTIFICATION PROGRAM

The Early Identification Program (EIP) is a component of the Wisconsin Educational Opportunity Program. The purpose of the program is to reduce attrition on the secondary and postsecondary levels and to provide direction toward attainment of career goals by working in partnership with parents and schools to provide academic, personal, and career counseling to students in the eighth grade. Research and evaluation on every level indicate that students, especially minority and disadvantaged students, must be identified and guided far sooner than the ninth and tenth grade (the traditional grades of students in Upward Bound and similar pre-college programs) if they are to have any chance of academic success and vocational achievement. EIP is the beginning of the WEOP activity which culminates with matriculation at some postsecondary institutions.

Although the program is new (commencing in 1983), it is already regarded by many educators as a major solution to the high attrition rate of minorities in the University of Wisconsin System's institutions. Two major causes of that attrition are lack of high school preparation, especially academic patterns for college programs, and lack of understanding of the "Why of Higher Education." EIP seeks to address these causes by working with students and parents for four or five years and by ensuring a competitive and comprehensive program that prepares students for a rigorous academic experience.

The Program achieves its objectives through a variety of services:

Program Services to Students

- Students accepted into the EIP must participate for four years and follow each phase of the program set forth by EIP staff.
- Students undergo intensive and ongoing counseling support throughout high school.
- Students receive academic counseling, advising, planning and other assistance from qualified WEOP staff and school officials.
- Students receive information about postsecondary education and assistance in postsecondary placement.
- EIP staff conduct career orientation programs in which students learn about career decision-making. Activities include:

(1) Career Interest Inventories
(2) Field Trips for cultural enrichment and educational exposure
(3) Speakers from various occupations and professions

- EIP provides a variety of events throughout the year, including a Summer Opportunities Fair that highlights colleges with precollegiate programs: Milwaukee School of Engineering, Marquette University, and other area institutions.

Program Services to Parents

- Individual meetings are held with parents to discuss their child's educational program and career aspiration.
- Small group discussions on how to help students develop good study habits at home are conducted on a regular basis.
- Small group discussions on working effectively with schools to monitor children's educational progress are held frequently.

Program Services to Schools

- EIP staff assist middle and secondary schools in the identification of external resources to solve EIP students' problems.
- EIP staff serve as an evaluative source for schools in determining whether EIP students are achieving the educational results that the school desires.
- EIP staff facilitate opportunities for part-time employment and out-of-class experiences for EIP students.
- WEOP and EIP staffs develop and coordinate inservice training programs for school personnel in such areas as the availability of financial aid and academic support services for postsecondary training.
- EIP staff assist school counselors in scheduling and registering students for courses consistent

with their career objectives and higher education expectations.

Target Population and Selection Criteria

- Approximately 240 eighth graders are selected from ten middle schools in the Milwaukee and Racine areas and 100 from other WEOP outstate locations.
- Teachers, counselors, and administrators of the participating schools make the initial selection of program participants based upon the following criteria:

(1) *High Potential Group* - GPA between 3.0 - 4.0 and B - A work in English and Mathematics.
(2) *Marginal Group* - GPA between 2.0 - 3.0.
(3) *Probationary Group* - Identified as potential achievers by school authorities but lack GPA and motivation.

- Parents and students sign participation agreements that provide for:

(1) Release of student records to EIP personnel.
(2) Assurance of four years of participation in the program.
(3) Assurance that student will enroll in a college preparatory sequence.
(4) Full participation in EIP individual counseling and group activities.

Although this program is relatively new, it has made significant strides toward the accomplishment of its goal. Some of those accomplishments include:

- Exposure of students to various kinds of careers and an ongoing presentation by representatives of education, business, and industry.
- Referrals of parents of problem students to psychiatric services.
- Summer Opportunities Fair, in which personnel from pre-collegiate programs conduct career workshops and postsecondary education seminars.
- Assisting students in identifying jobs, summer camps, sports outlets and other summer opportunities.
- Counseling pregnant students wishing to resume their education.
- Annual EIP Banquet in which students and parents are honored for outstanding service and accomplishment.

Future Expectations

- Although EIP activities are conducted in outstate offices by WEOP staff, other areas beyond Milwaukee and Racine do not offer the total program or have established relationships with particular middle schools. The current efforts of the Milwuakee area must be duplicated in every part of the state, particularly CESA areas and regions with economically and educationally deprived youth.
- The program must be expanded to include lower grade-school youths. Research data indicate that students, particularly disadvantaged students, need several years of intensive academic assistance to bridge the academic gap between traditional and nontraditional students.

WEOP'S RELATIONSHIP TO OTHER EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

The Wisconsin Educational Opportunity Program is the central and most comprehensive office in the State of Wisconsin that houses information on all types of postsecondary institutions, all kinds of financial aids, and state agencies that have an impact upon the educational process. Because many of its clients receive some form of public assistance, WEOP is a referral and coordinating center for needy clients; because many of its clients need supportive services, it identifies sources of academic assistance and channels students to institutions with academic and counseling support programs.

WEOP counsels more clients and matriculates more students than any other program of its kind and size in the United States. Although the program is public, private institutions participate in all its deliberations: TIP, counseling, college visitation, and follow-up activities.

Staff Visibility and Contribution

- WEOP Staff have been traditionally involved in educational associations and organizations that support the interest of minority and disadvantaged students:

(1) Staff are actively involved in the Wisconsin Association of Educational Opportunity Pro-

gram Personnel (WAEOPP), Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), National Council of Educational Opportunity Associations (NCEOA) and other associations in the midwest and the nation.

(2) Staff have held significant offices in many associations: Maude Toney (counselor) was Secretary of WAEOPP for two terms; Paul Spraggins (Bureau Director) served as Vice-President and President of WAEOPP, Treasurer and President of MAEOPP, and Chairman of major committees of NCEOA.

- Staff give presentations on financial aid and counseling throughout the state.
- Staff are involved with local agencies and organizations.
- Staff participate in Wisconsin Association of Financial Aid Administrators.

WEOP'S COOPERATIVE EFFORT WITH AGENCIES AND INSTITUTIONS

- WEOP sponsors events with organizations and agencies, including a tour of State Capitol for EIP students with the Department of Employment Relations.
- WEOP sponsored an Early Pregnancy Workshop with Marquette University and parents dealing with Teens Workshop with Milwaukee Area Technical College (MATC).
- EIP held a Recognition and Introductory Program for EIP students with the Martin [illegible] King Center and conducted a Career Exploration Workshop in conjunction with the YWCA.

MOTIVATION AND ACHIEVEMENT OF WEOP CLIENTS

Client A: Race--Black
Sex--Male
Date of First Contact--1965

Client A., one of five children in a minority family receiving public assistance, and graduate of Milwaukee's Lincoln High School, was one of the first WEOP participants.

A.'s original need was financial aid for postsecondary education. WEOP staff not only helped him secure financial aid at Milwaukee, but also employed him as a part-time peer recruiter. This position helped him both financially and personally because his constant contact with his WEOP counselor reinforced his determination to pursue his educational goals.

After receiving the B.S. from Madison, A. distinguished himself by selection as a Black Graduate Fellow by the American Political Science Association (APSA), by several offers of assistantships for graduate study at Howard University, Purdue University, Temple, Iowa, and Boston Universities. He finally chose Columbia University School of Law. Along with his grant of $2,200, HEAB loaned him $1,500, and WEOP hired him as recruiter each summer during graduate study.

After graduation from Columbia, A. began work at the American Embassy in Washington, D.C. where he remained for several years. He was later transferred to the Economic Commerce Office of the American Embassy in the Hague, Netherlands.

Client B: Race--Black
Sex--Female
Date of First Contact--1977

Client B., a 44-year-old divorcee and mother of seven children, sought WEOP's assistance in completing financial aid forms to attend the University of Wisconsin-Milwaukee and obtain a degree in Community Education. She was born in Mississippi and raised in Chicago where she graduated from DuSable High School. She is the youngest of thirty-three children and has labored most of her adult life.

She was elected Steward of Local 1910 International Boiler Makers Union, AFL-CIO while employed at the former Inland Steel Production Company. She became highly involved in community activities and subsequently obtained part-time employment with the Milwaukee Housing Department as a Liaison Officer between the Housing Authority and the tenants of Highland Park Housing Project. She has been permanent Director of the Highland Park Community Center since 1975.

Her job responsibilities motivated her to seek a higher education degree. Since most of her children lived at home and were under sixteen years old, she qualified for maximum financial aid. Client B. graduated in three and one-half years--

Magna Cum Laude. She is currently involved in many community affairs, is president of a major advisory board, and member of a professional women's organization. She is the recipient of many awards and recognitions and has been featured in local and national publications.

WEOP recognized her needs and her talents, and aided her in translating her skills and motivation into a productive service career.

Client C: Race- Black
Sex--Female
Date of First Contact--1977

Client C. sought financial assistance and educational guidance from the WEOP Office in August of 1977. She had been admitted to the University of Wisconsin-Milwaukee and planned to major in Community Education. She and her husband had only an annual income of $4,704, Mr. C.'s social security disability benefits. Client C. qualified easily for the maximum BEOG, WHEG, and TIP grants.

In addition to attending the university, C. took care of her invalid husband and did volunteer work as a home visitor for the Elderly Outreach Program of the Sherman Park Community Association in Milwaukee. Her life's ambition was to obtain a master's degree and write a book. Her book will be published in 19[illegible] and her master's degree is within reach. C. gives much credit for her success to the WEOP staff: in her own words, "If this program had not been available, attending the University would have been an impossibility."

By the way, many people have graduated from college, some from families receiving social security benefits and under great hardship. A few have written a published book; but none of them was 68 years old upon entering college and 72 at the time of graduation. Client C. is a model of persistence and an example of the result of staff and client cooperation.

Client D: Race--White
Sex--Male
Date of First Contact--1975

Client D. sought aid from WEOP in 1975 for his two children who were about to start college. He had just lost his job and had no hopes of being employed immediately. Since he was unemployed, the WEOP counselor recommended that he, too, attend college. The client had already labored in night school at MATC to earn an elusive high school diploma.

WEOP assisted both the children and the father with the result that the son graduated from UW-Parkside in 1980 and the daughter, from St. Norbert's in 1979. The latter received an appointment to the Milwaukee Fire Academy to start training in September 1981. She was destined to be one of the first women firefighters in Milwaukee. The father graduated from UW-Milwaukee in 1981 and pursued a career in social work. WEOP affected an entire family by dealing with multiple problems and family members.

Client E: Race- White
Sex--Female
Date of First Contact--1980

When Client E. first contacted the Wausau WEOP office, she had been blind for seven years as a result of diabetes. Although she had been a successful legal secretary for five years--in spite of her handicap, she was interested in enrolling at the UW-Marathon campus. Consequently, she attended school part-time and maintained full-time employment.

After a trip to Madison, arranged by the WEOP staff, E. visited the UW-Madison and sought new job opportunities. She needed only to pass high school geometry to qualify for enrollment. At age 30 and blind, she received a B in geometry, took English literature and worked full-time. Her success and the assistance of WEOP encouraged her to attend UW-Madison full-time. At the end of the first semester, she had joined a DVR bowling team, made new friends, and received a 3.1 GPA. She received also a national scholarship for outstanding handicapped persons.

Client E. is near completion of a degree in vocational rehabilitation social work and plans to counsel the newly blind. Through her efforts and those of WEOP, the client enlisted the aid of many agencies: UWMC Student Services, UW Center System, Wausau HEAB Office, Wausau Women's Community, DVR in Wausau and Madison, Wausau East High School and UW-Madison Financial Aids.

Client F: Race--Black
Sex--Male
Date of First Contact--1972

Client F. was sentenced to the Wisconsin State Prison--Green Bay in 1972 for "Injury by Conduct Regardless of Life." At that time he had just completed two years at UW-Milwaukee. Unfortunately, prisons have no higher educational opportunities within the wall for inmates and are negative on prisoners seeking college degrees--especially during the first part of their incarceration. F. was forced to take correspondence courses from UW-Milwaukee. He earned 30 credits and maintained a B+ average.

In 1973, he was transferred to a minimum security institution and allowed to attend classes regularly at UW-Madison; however, prisoners could not receive grants and loans (government) and client F. found himself admitted but with no financial assistance. The "Safe Streets" program reviewed his situation and aided him with a grant, financial aid counseling, and needed encouragement.

After his release in 1974, he resumed full-time studies at UW-Milwaukee. By this time he was the victim of a broken marriage, debts, community isolation, and unemployment. Again, HEAB came to his rescue and he graduated in May of 1974 *Cum Laude*. In May of 1976, he received a M.S. in Social Work and a GPA of 3.6. Since 1976, he has worked for one of the five largest insurance companies in the United States and now holds a supervisory position.

Client G: Race--Hispanic
Sex--Male
Date of First Contact--1969

Client G. had three years of college when he moved to Milwaukee in 1969 from the sugar beet fields of Montana. He had experienced the hard and poor paying seasonal work and had no prospects of vocational advancement. He obtained a job with an electronics firm but could not advance without a professional degree.

In 1971, through efforts of his WEOP counselor, he gained entrance to UW-Milwaukee Pharmacy Department. He worked as a limited term employee for the Talent Search Program and moved to UW-Madison the following year. He dropped out of college in 1972 and did not return until 1975. Later he became the first Wisconsin Hispanic to graduate in Pharmacy.

Subsequently, he passed the Board of Pharmacy examination and is now a fully registered pharmacist in Wisconsin. This client helped himself and provided assistance to numerous others while employed by the Higher Educational Aids Board.

Client H: Race--Native American
Sex--Male
Date of First Contact--1982

Client H. has not lived on the reservation since 1956. Between that time and 1970 he held numerous jobs and founded his own home construction business. Because of an on-the-job accident in which he broke both of his heels, he was forced to give up the business. He began an educational program at the NCTI campus in the Electronics Serving Program.

WEOP assisted Client H. in obtaining needed financial assistance: Pell Grant, WHEG, State Indian Grant, BIA, and DVR funds. he completed his studies in August, 1984 with highest honors. He received the "outstanding graduate" award, a merit schoiarship, membership to the honor society, and other academic awards.

In November 1983, he started a new business: a used furniture, antique, and repair shop. H. sought an alternative to traditional college and produced an outstanding achievement.

Department of Public Instruction
Bureau of Educational Opportunity

Wisconsin Educational Opportunity Program Service Areas

CALL OR WRITE:

MILWAUKEE NORTH
600 W. Walnut Street
Milwaukee, WI 53212
414/224-4466

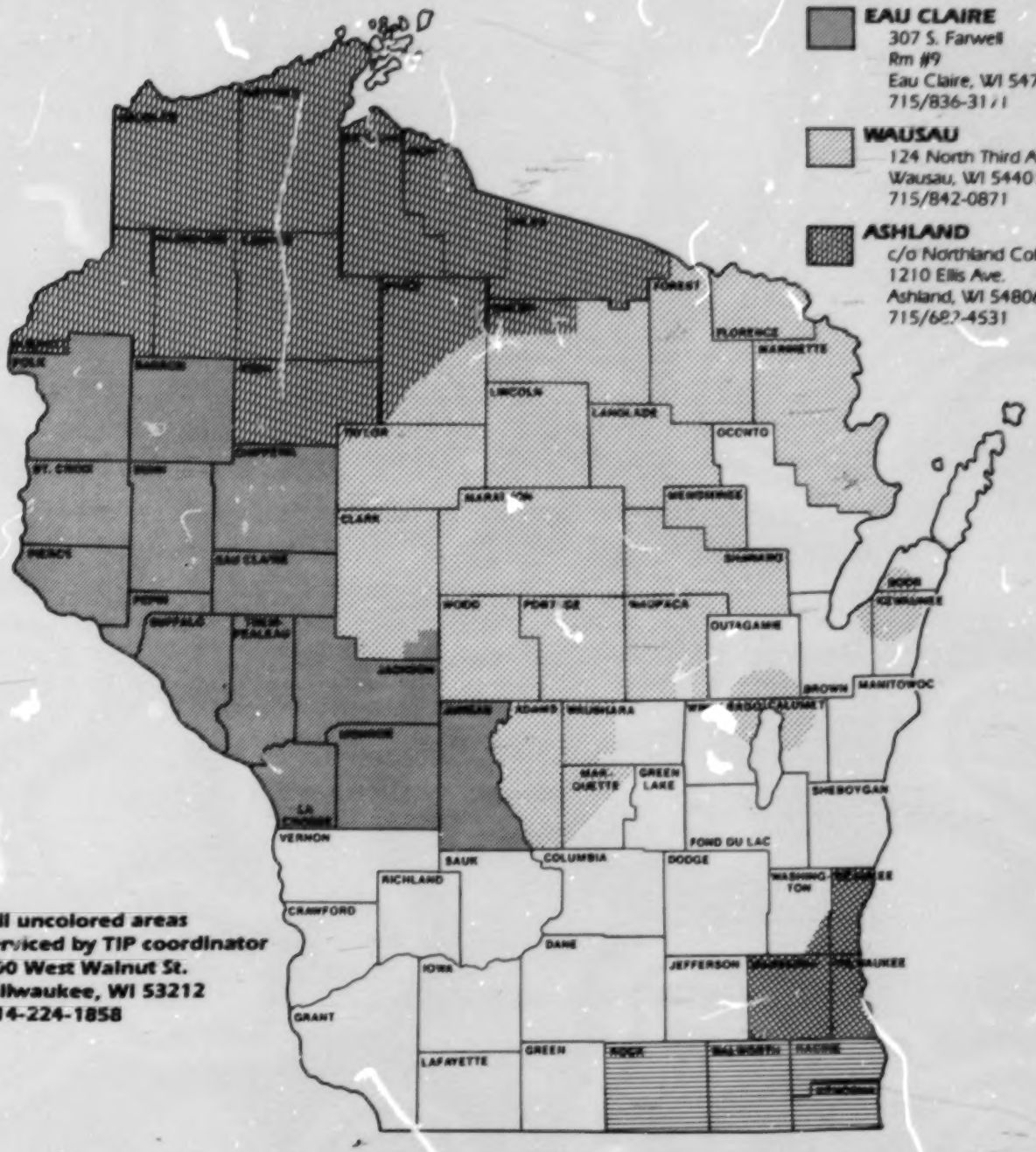
MILWAUKEE SOUTH
931 W. Madison
Milwaukee, WI 53204
414/224-4292

RACINE
72 Seventh St.
Memorial Hall
Racine, WI 53403
414/636-3596

EAU CLAIRE
307 S. Farwell
Rm #9
Eau Claire, WI 54701
715/836-3171

WAUSAU
124 North Third Ave.
Wausau, WI 54401
715/842-0871

ASHLAND
c/o Northland College
1210 Ellis Ave.
Ashland, WI 54806
715/682-4531



*All uncolored areas serviced by TIP coordinator
450 West Walnut St.
Milwaukee, WI 53212
414-224-1858